Domestic Violence: It can happen to Professional Women Including Educators

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Abstract

The case study discussed in this article is one of a female educator who suffered intimate partner violence (IPV) at the hands of her husband for 18 months before she escaped. During the time period in which she endured physical violence, verbal abuse, and emotional and psychological trauma, she chose to remain silent for fear that "telling" might bring her further imminent bodily harm. She had been promised that death would be her fate, if she chose disobedience or did not remain silent. The case study examines the behavior that she exhibited that impacted her work performance. The findings show that her behaviors highly corresponded with those found in the research. The objective is to help educators recognize some of the signs of abuse so that they may help victims in the workplace.

Keywords: Intimate Partner Violence, Domestic Violence, Domestic Violence Indicators, Domestic Violence Statistics, Domestic Violence Effects, Domestic Violence Prevention, Women's Studies

1. Introduction

The educator, who was a victim of domestic violence, in this case study has felt ashamed, embarrassed and stupefied that a highly-educated woman, who "knew better", allowed this to happen to herself. Additionally, she has felt guilty because she "should have left" him the first time the verbal or physical abuse occurred. She coped and endured as she internally yearned for an opportunity to escape. This former battered woman, now a survivor of domestic violence, believes that if it can happen to her, it is probably happening to numerous other educators throughout the United States. This experience altered her physical and emotional health which resulted in a decline in her job performance in that it severely impacted her work productivity and her availability to her students and her colleagues.

1.1 Research Questions

Three questions should be examined by instructional leaders and/or managers of schools. First, are the leaders aware of the telltale signs of domestic violence if exhibited by an employee? Second, is there a policy in place that can serve as a guide as to how to approach an employee who is suffering from domestic violence. Third, is the instructional leader aware of community support systems in place that can help a victim seek aide. This information is essential for all leaders in order to help an educator, who may be a victim, and to help prevent possible violence in the workplace.

1.2 Definition of Terms

According to the National Coalition Against Domestic Violence (NCADV), domestic violence is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, psychological violence, and emotional abuse. The frequency and severity of domestic violence can vary considerably; however, the one relentless factor of domestic violence is one partner's unfailing efforts to maintain power and control over the other (NCADV, 2015).

Intimate Partner Violence (IPV) can be conveyed by a display of threatening and harmful behaviors intended to bolster forced demands and to assert power and control. It may include physical violence, threatening with weapons, sexual assault, verbal and emotional abuse, control of finances or physical freedom, destruction of objects, and threats of harm or actual harm to loved ones including children or pets (OBOS, 2011). Many abusive partners may seem unquestionably flawless in the early stages of a relationship. Possessive and controlling behaviors don't always emerge overnight, but rather appear and increase as the relationship develops. Domestic violence doesn't appear the same in every relationship because every relationship is distinctive. But one detail most abusive relationships have in common is that the abusive partner or perpetrator does many different kinds of things to obtain more power and control over their partners (National Domestic Violence Hotline, 2011).

Domestic violence or intimate partner violence is a willful single occurrence or a pattern of abusive behavior employing coercion, threat, intimidation, isolation, power or fear that results in physical, psychological or emotional trauma (Social Impact Research, 2011). The National Institute of Justice (NIJ, 2007) defines physical, sexual, threats or psychological violence as follows:

> Physical violence is the intentional use of physical force (e.g., shoving, choking, shaking, slapping, punching, burning, or use of a weapon, restraints, or one's size and strength against another person) with the potential for causing death, disability, injury, or physical harm.

> Sexual violence can be divided into three categories: (1) the use of physical force to compel a person to engage in a sexual act unwillingly, whether or not the act is completed; (2) an attempted or completed sexual act involving a person who, because of illness, disability, or the influence of alcohol or other drugs, or because of intimidation or pressure, is unable to understand the nature or condition of the act, decline participation, or communicate unwillingness to engage in the act; and (3) abusive sexual contact.

> Threats of physical or sexual violence communicate the intent to cause death, disability, injury, or physical harm through the use of words, gestures, or weapons.

> Psychological/emotional violence traumatizes the victim by acts, threats of acts, or coercive tactics (e.g., humiliating the victim, controlling what the victim can and cannot do, withholding information, isolating the victim from friends and family, denying access to money or other basic resources). In most cases, emotional violence has been preceded by acts or threats of physical or sexual violence.

Stalking is often included among types of intimate partner violence. Stalking refers to harassing or threatening behavior that an individual engages in that would cause a reasonable person to feel fear. Examples of stalking includes making unwanted phone calls; sending the victim unwanted items or presents; following, spying or waiting for the victim; damaging or threatening to damage the victim's property; appearing at a victim's home or place of business; defaming the victim's character or spreading rumors; or harassing the victim using the internet by posting personal information. As with perpetrators of physical and sexual violence, stalkers may be motivated by a desire to exert control over their victims. Stalking and intimate partner violence may co-occur (Baum, et al., 2009; Tjaden & Thoennes, 2000).

1.3 Topic at the Forefront

Domestic violence or better known as intimate partner violence (IPV) caught national attention in 2014 with several high profile cases in the news (Binder, 2014). Domestic violence issues were brought to the forefront when a video tape appeared showing Ray Rice, a former football player for the Baltimore Ravens, punching his fiancée, Janay Palmer, unconscious in an elevator on February 15, 2014.

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The video surfaced on September 8, 2014 and Ray Rice was fired from the team shortly after (Frantz, 2014). High profile cases create awareness, but domestic violence is a problem of epidemic proportion. An arrest database for the National Football League (NFL), showed five arrest of NFL players for domestic violence out of fifty-one records during 2014 (USA Today, 2014). On Super Bowl Sunday, February 1, 2015, an anti-domestic violence campaign titled, *No More*, teamed up with the NFL to present a "haunting" 30-second commercial. The commercial was viewed by millions of people and sought to bring awareness to the issue of domestic violence. The commercial was based on an actual 911 call (Lacey-Bordeaux, 2015). This advertising campaign was a good start for educating and making others aware of this social ill because domestic violence does not always make the headlines. As a matter of fact, many of those who are victims of violence at the hands of an intimate partner suffer in silence. Many women do so because they are led to believe that the violence is their fault. Still, many do not tell anyone, not their friends, family, psychiatrist or even primary care physician (Binder, 2014).

1.4 Statistics

Domestic violence is a pandemic that strikes about 4 million people a year (Pyrillis, 2014). According to U.S. Centers for Disease Control and Prevention (CDC), 3 in 10 women have experienced severe physical violence by an intimate partner in their lifetime (CDC, 2011). Furthermore, women are more likely to be victims of domestic violence. In our classrooms across the United States, the population of teachers is predominately women.

Domestic violence also known as intimate partner violence (IPV) is a critical social problem in the United States. On average, 20 people per minute are victims of physical violence by an intimate partner in the United States. Over the course of a year, that equals to more than 10 million women and men. In the United States, 1 in 2 women have been victims of some form of physical violence by an intimate partner within their lifetime, while 1 in 5 women have been victims of severe physical violence by an intimate partner in their lifetimes. It does not discriminate on the basis of race, age, socioeconomic status, gender, or sexual orientation. Women with a household income less than $50K have a significantly higher preponderance of IPV. On a typical day, there are more than 20,000 phone calls placed to domestic violence hotlines nationwide, while IPV accounts for 15% of all violent crime reported (CDC, 2014). Those numbers only tell part of the story and yet, there are many victims who do not report domestic violence because they are reluctant to speak out due to fear (Binder, 2014; Furlow, 2010).

On September 15, 2010, 1,746 out of 1,920 shelters for abused and battered women in the United States participated in a survey conducted by The National Network to End Domestic Violence to measure the scope of services requested in a single day. On this date, the participants of this survey reported 80,189 domestic violence victims requested services (Social Impact Research, 2011). Not surprising, intimate partner violence causes far-reaching health issues beyond immediate injury. Its effects are massive aside from physical and psychological injuries—it impacts their children, their families, their employment, as well as brings difficulties with finances, homelessness, childcare, and role disruption (Javaherian, et al., 2007).

The Schools and Staffing Survey (SASS) conducted by the National Center for Educational Statistics (NCES) is a descriptive report on a variety of data focused on the condition of education in the United States (NCES, 2013). Findings show that the teaching profession is still predominately comprised of women. The percentage of female teachers in the public schools has slowly but steadily increased since 1987. Data from NCES reports shows statistics for selected years between 1987 and 2012. The data show that the majority of teachers (76.3% public and 74.8% private) in the United States were female during the 2011-2012 school year (See Table 1).

Data for the percentage of male and female school principals is shown on Table 2. The data was gathered from 1987-1988, 1990-1991, 1993-1994, 1999-2000, 2003-2004, 2007-2008, and 2011-2012 reports from the U.S. Department of Education National Center for Educational Statistics (NCES, 2014). While the percentage of female principals has remained in the 50-55% range for the private schools, the percentage has steadily increased in the public schools from 24.6% in 1987-1988 to 52% in 2011 to 2012 (See Table 2).

A 2010 report from the U.S. Department of Labor, Bureau of Labor Statistics, showed that women were much more likely than men to be victims of workplace homicide by an intimate partner. Between 1997 and 2009, 321 women and 38 men were killed by current or former spouses, boyfriends, or girlfriends. Between 2003 and 2008, 648 women were killed on the job, and 33% of these were perpetrated by a person who had a personal relationship with the victim (Tiesman, et al., 2012).

Published in 2011, the National Intimate Partner and Sexual Violence Survey (NIPSVS) 2010 collected data on the national prevalence of Intimate Partner Violence, Sexual Violence, and stalking among women and men in the United States. This survey was the first survey of its kind and will serve as the baseline data that will be used to track domestic violence trends (CDC, 2011b). The NIPSVS showed that more than one-third of women in the United States (35.6% or approximately 42.4 million) have experienced rape, physical violence, and/or stalking by an intimate partner at some point in their lifetime. One in 3 women (32.9%) has experienced physical violence by an intimate partner and nearly 1 in 10 (9.4%) has been raped by an intimate partner in her lifetime. Approximately 5.9%, or almost 7.0 million women in the United States, reported experiencing these forms of violence by an intimate partner in the 12 months prior to taking the survey (CDC, 2011b).

The NIPSVS report also showed the frequency of intimate partner rape, physical violence, and/or stalking by race/ethnicity. Among women approximately 4 out of every 10 non-Hispanic Black women (43.7%), 4 out of every 10 American Indian or Alaska Native women (46.0%), and 1 in 2 multiracial non-Hispanic women (53.8%) have been the victim of rape, physical violence, and/or stalking by an intimate partner in their lifetime. Among the other racial/ethnic groups of women, about one-third of White non-Hispanic women (34.6%), more than one-third of Hispanic women (37.1%), and about one-fifth of Asian or Pacific Islander non-Hispanic women (19.6%) in the United States reported that they have been the victim of rape, physical violence, and/or stalking by an intimate partner in their lifetime (CDC, 2011b).

1.5 Domestic Violence Indicators

The National Intimate Partner and Sexual Violence Survey (NIPSVS) 2010 data collected on the national prevalence of Intimate Partner Violence, Sexual Violence, and stalking among women and men in the United States reflects a serious epidemic, but there are still numerous of unreported cases (Furlow, 2010; Rodriguez, et al, 2001). The signs displayed by a victimized employee when involved in an abusive relationship can be difficult to detect at the beginning especially if the perpetrator uses subtle tactics to gain power and control. It is very common for IPV victims to recognize the beginning of the abuse as the first time the perpetrator hit them, but truly the cycle of violence may have started early on in the relationship. Perpetrators tend to be charming and very convincing when exerting power and control tactics. However, sooner or later, the symptoms of a victimized employee are exhibited by the changed behavior of the employee, the negative quality and decreased productivity in work. Nonetheless, violence in the home can lead to violence in the workplace. For this reason it is imperative that campus instructional leaders and school managers recognize indicators of domestic violence. When there are evident signs exhibited by an employee, the instructional leader or school manager can provide needed support by exercising established policy, or if none exists, knowing where to send the employee for assistance. The recommended practice is that instructional leaders and school managers have some form of policy or procedures in place for the workplace, if the school system does not provide guidance on this social issue.

The Centers for Disease Control and Prevention (2014, 2011a, 2011b), the National Coalition Against Domestic Violence (2015), The National Domestic Violence Hotline (2011), and The National Institute of Justice (2007), among others have identified common indicators found in abusive relationships:

- Having a partner with a bad temper, or one who is jealous or possessive
- Being overly eager to please the perpetrator
- Checking in with abusive perpetrator frequently to outline daily activities or confirm prior plans
- Frequent injuries and claiming of "accidents"
- Inconsistent attendance at work, school, or other social activities
- Excessive clothing or accessories to hide signs of physical abuse
- Limited or no access to friends, family, transportation, or money
- Depression or anxiety or other personality changes
- Prevents contact and communication with friends and family
- Controls money and important identification, such as driver's licenses and passports
- Causes embarrassment with bad names and put-downs
- Critical about partner's appearance and/or behavior
- Attempts to control what partner wears
- Has unrealistic expectations, like partner being available at all times
- Threatens to take away or hurt the children
- Acts like abuse is not a big deal, or denies it's happening

- Plays mind games to place blame on the survivor
- Destroys property or threatens to kill pets
- Intimidates with guns, knives or other weapons
- Shoves, slaps, chokes, hits or forces sexual acts
- Threatens to commit suicide

Routine behaviors exhibited by victims of domestic violence include crying, complaints of chronic ailments (pain, sexually transmitted disease, injuries, gastrointestinal issues), anxiousness, worried expression, tense, changes in appearance and work behavior and unable to function in the workplace, or fearlessness, such as a startle response when the phone rings or is seen engaged in careful watching of a doorway or nearby window (Campbell, 2002; Gedman, 1998; Katula, 2012;).

More telltale signs of domestic violence includes employee having recurrent bruising and/or injuries with employee frequently making excuses like falling down, missing the step, etc. IPV victims also display high evidence of extreme stress and this is because the employee is living with uncertainly and violence. The stress can be seen physically as well as emotionally. Depression, fatigue, headaches, backaches are common ailments of abused women. IPV victims also possess low self-esteem. They usually become isolated at work and become defensive when given feedback. The victims usually feel inadequate on projects at work and believe they have nothing valuable to contribute (NALC, 2015**).**

Domestic violence victims often cope and behave at work in ways that maintain their safety net and keep their secret. They deny and hide the physical and emotional signs of abuse to avoid being discovered by attempting to hide bruises with makeup and clothing (Katula, 2012). Other obvious behaviors are decline in work performance, decreased productivity, have difficulty making decisions, take frequent work breaks, experience work distraction, have increased absenteeism and tardiness at work, and have the inability to take a work-related trip (Katula, 2012). Victimized female employees will espouse traditional values by believing that career is secondary to their partner's and will maneuver the work load and work day to ensure job responsibilities do not interfere with the family. They will be resistant to take on any projects that conflict with this value and will frequently miss career opportunities because of this. Additionally, the IPV victim will be seen as having an intense, dependent relationship with her significant other as the employee will be frequently escorted or driven to and from work, usually daily. Moreover, the spouse will check on the victim frequently during the day either by phone or in person. Employee will appear passive but will control the work environment to prevent upsetting affairs at home. This means that the employee will clock in and out precisely on time and will not stay to work late **(**NALC, 2015).

1.6 Rationale

As campus instructional leaders and school managers responsible for the safety of *all* persons within the school building, one cannot turn a blind eye and dispel the myth that domestic violence has no impact on schools or its employees. Domestic violence infiltrates the lives and compromises the safety of thousands of employees each day, with tragic, destructive, and often fatal results. School leaders have an obligation to ensure effective "management of the organization, operation, and resources for a safe, efficient, and effective learning environment", according to the Interstate School Leaders Licensure Consortium Standard (ISLLC) #3 (Council of Chief State School Officers [CCSSO], 2008). To accomplish this responsibility, school leaders and school managers should be able to identify and implement practices that will promote safety in the workplace and respond effectively to the needs of victimized employees of domestic violence.

2. Method

2.1 Subject

This study is a case study of a female between the age of 45 - 55 who experienced domestic violence or intimate partner violence (IPV) at the hands of her spouse during their   18-month marriage. The female is an assistant professor at a state university in a southern state of the United States. She holds a postgraduate degree with thirty years of experience in the field of education—26 of those years in public school education having served in the roles of classroom teacher, counselor, educational diagnostician, school administrator, and district level administrator. This female received many accolades in her professional work prior to her abuse and as a survivor will continue to excel as an educator.

2.2 Data Collection

The data was collected using an interview method. The victim of intimate partner violence was asked to tell how she hid the fact that she was being abused at home from her colleagues at the university. Second, she was asked to describe how her abuse affected her job performance. In her own words, the associate professor tells how she lived "In the Dark Shadows".

3. Findings

Her adult children and extended family as well as close personal friends and colleagues were unaware of her home situation although upon remarrying she immediately became alienated by not answering telephone calls, not responding to email communications, being too busy to become involved with the extended family or work-related activities, etc. To family, friends, and colleagues, her life seemed busy and hurried, but somewhat normal. For those who might have noticed her unusual behavior, perhaps they brushed it off and did not question it because after all, she had just remarried. Those who know her personally and professionally, were shocked to learn that she was a victim of domestic violence when she disclosed she was residing in a shelter for abused and battered women.

3.1 Her Story

This part of her story is called, "In the Dark Shadows":

> When I entered into the marriage, I did not expect that my professional life would radically change and negatively impact my job performance as a university assistant professor. My obligations to teaching, research/scholarship and service to the university would take a dramatic downturn at the onset to the point that my working to meet any of my professional obligations would become nonexistent, immediately.

> By the time he struck me the first time, he had already alienated me from my family, my friends, and my colleagues; my self-esteem was whittled to shreds with his name-calling, constant ridicule and berating; and he had begun to exercise full control of me. My daily activities were decided by him. I could not fulfill my job responsibilities adequately because he controlled everything I did. If I chose to deviate from "his" plan for me, there were repercussions for being a disobedient wife. If I stepped out of line, it was reason enough for him to batter and physically and emotionally abuse me. He always left bruises and marks in the areas of my body where no one could see them. No one would have thought I was a victim of domestic violence, although there was a clear change in my personality and behavior.

> Weekdays, 6:00 a.m. - 7:00 a.m. was my assigned time to work on university-related business. He rarely gave me permission outside of my assigned time to prepare lectures for my classes; work on my course syllabi; grade class assignments; prepare exams, grade exams; calculate grades; respond to email communications to students, colleagues, and university personnel. Even posting grades was difficult to get done on time. Needless to say, I was late responding to email; grading assignments; returning papers; and getting the necessary tasks done in a timely manner.

> My availability to my graduate students was impacted significantly. I could not schedule to meet with them before or after class, even when they asked to speak to me. Instead, I found myself darting out of the classroom as soon as my class time was ended. He waited in the university parking lot while I taught class or attended meetings. If I was one second late to the pickup curbside, there were repercussions. The repercussions were the same—physical and emotional abuse from the moment I stepped into the truck until we arrived home. My students suffered during this time because I did not respond to their email messages in a timely manner, and there were some email messages that never got answered during the semester. I was not available to talk with students after class as I enjoyed doing in the past. I had no positive rapport with my students as a result. My work performance in student advisement declined dramatically, as did my availability to conference with students; the lack of returning their e-mail messages, and failing to provide feedback regarding graded assignments or their progress. More profound was my not being able to fulfill student requests of letters of recommendation for those students seeking leadership jobs. I failed to be available for my graduate students when they requested feedback to read and make suggestions to improve their written projects because he would not allow me to do university work beyond the hour he had allocated.

If I received any telephone call from university personnel, all my calls were placed on speaker mode so that he could hear the conversation. This made me uncomfortable, so I did not feel free to speak and respond as I needed to when those calls took place. All the while, students and colleagues alike complained about my failure to respond to email messages, return telephone calls, my unavailability to meet with students, my absence from meetings, and lack of participation in university events.

During those eighteen months, I did not engage in scholarly research activities or in reading scholarly journals to keep abreast of new developments in school leadership, nor could I contact colleagues or peers to collaborate to engage in writing for publication in academic journals as is required of a university professor. Moreover, when I did attend departmental faculty meetings or when I served in a search committee, I was allowed to participate but "he" would tell me how long I could stay. Needless to say, I always arrived to the meetings at the very last minute and seemed rushed, and I exited those meetings as soon as they were over. I was always in a hurry to leave. I did not stay to mingle or talk to my colleagues. If there was any additional function scheduled after or before any meeting, I could not participate. I always had an excuse to offer as to why I could not stay. During these meetings, I had to be alert to any text messages or telephone call that I would receive from him. I had to respond immediately for fear of physical punishment if I did not; therefore, I appeared disengaged, sat away from others, and did not take part in conversations with my colleagues.

Most of the time, my bruises and physical injuries were not visible. The few times I had visible bruises on my face, I covered them with dark colored makeup and made sure I wore my thick rimmed reading glasses the entire time I was around others. I also kept my face in a low profile not to garner attention to my face. Another time, I wore a colorful scarf as a turban around my head to hide the injury he left on my head when he flung me across the wall in a rage of anger. The rest of the time, the bruises and marks were not visible. However, there were other tell-tale signs that something was clearly wrong. I was no longer friendly. I did not smile and my laughter was gone. I was withdrawn. I acted differently. I seemed unapproachable. At meetings, I did not contribute to discussions. I was quiet, preoccupied, and aloof. I would not linger after meetings to talk to my colleagues. I was constantly looking at my cell phone awaiting text messages from him, or stepping away from the meeting or class to answer his telephone call making sure I did not miss any as there were repercussions if I did. I lived in the shadows—in fear.

It is said that domestic violence does not discriminate—it does not only happen to those who are "less-fortunate". The physical, emotional, verbal, and psychological abuse endured by this highly educated woman is indicative of this fact. Today this former battered woman is a survivor because she was able to break free. Leaving her perpetrator was a process that many do not understand particularly those who ask why she stayed in the relationship as long as she did (shy of two years).

3.2 Relationships with Research

The three key elements of domestic abuse: (a) intimidation, (b) humiliating the victim, and (c) physical injury, were all suffered by the subject in this case study. When things are awry at home because of domestic violence, studies have shown that IPV has a profound mark on the individual functioning as a productive and effective employee. This was the case with the subject in this case study. Mental and physical health problems influence the victim's capacity to complete work and to perform effectively on the job (Katula, 2012; Katula, 2009; Tolman & Rosen, 2001). Employee absenteeism, diminished productivity, employee turnover are some of the major issues related to domestic violence (Felblinger & Gates, 2008; Swanberg & Logan, 2005). Most of these problems were reflected in the subject's personal story.

A teacher's dramatic change in job performance and a decrease in the quality of work with no or very little dedication towards work responsibilities may be indicators to the school instructional leader or school manager that a teacher may be in an unsafe situation at home. A woman involved in a relationship with a volatile partner may often keep it a secret. This is often the result of embarrassment, shame, or other reasons such as having a career or being deemed educated.

There are other women who do not speak out due to fear of further injury or harm to her, her children and/or family (Binder, 2014; Furlow, 2010). This was the case in the subject's life, yet no one was aware of what was happening.

4. Discussions

In today's schools, the accountability for high academic performance of students is significant and critical (National Association of Secondary School Principals [NASSP], n.d.). The success of students relies heavily on classroom teachers charged to impart quality instruction and who are expected to meet the academic needs of their students regardless of where the students are in the spectrum of academic ability. Statistics show that the teaching profession is comprised predominately of females. With the statistics of intimate partner violence in the forefront, educators should be aware of the signs and know what to do to help a possible victim.

There are telling signs of physical, sexual, emotional, and psychological abuse that an instructional leader or school manager can be aware of that stem from domestic violence. This information produced by The Centers for Disease Control and Prevention can be provided to school employees by school instructional leaders and school managers to help bring awareness of this social issue and can also be used for training purposes in recognizing, reporting, and appropriately responding to victims of domestic violence.

If an instructional leader suspects that an employee is being abused, it is imperative that they do something. If instructional leaders vacillate by thinking that it's none of their business or that the employee may not want to talk about it, they might be mistaken. It is important to keep in mind that conveying the concern will let the employee know that someone cares and the action may save a life. It is paramount to speak with the employee privately and express the concerns. Discuss the change in attitude and behaviors that have been observed and have caused concern. The instructional leader should reassure the employee, provide a listening ear and make certain that the employee understands that the information shared will be kept confidential. The instructional leader should be aware of resources that can help guide and support the employee in seeking the help needed to become free and safe from the domestic violence.

According to the victim in this case study, domestic violence perpetrators are very good at controlling and manipulating their victims. Women who have been emotionally abused or battered are depressed, drained, scared, ashamed, and confused. They need help to get out, yet they've often been isolated from their family and friends, and led to believe that no one can help them. By being knowledgeable on the warning signs and support systems, an instructional leader can help a victim escape an abusive situation and possibly save a life (Smith & Segal, 2015).

The best approach that school instructional leaders and school managers can engage in is to implement policy on how to intervene and respond to domestic violence issues. Additionally, school leaders can develop staff training on domestic violence awareness and prevention. School leaders and school managers are cognizant that school policies guide the operation of the school and shape the school's climate. Therefore, if a policy is developed to address domestic violence in the workplace, the school policy/regulation/procedures/rules developed and implemented will form the foundation for a comprehensive abuse intervention prevention and response framework. This is crucial for creating healthy relationships among employees and setting up procedures and processes on how to handle such matters when necessary to support victimized employees (USDJ Break the Cycle, 2009).

5. Conclusions

Domestic Violence affects a higher percentage of women than it does men and the population of classroom teachers in the United States is predominately female. Many employers are not aware of domestic violence occurring among their employees, as was the case with the subject in this case study. Many women remain silent because of shame, embarrassment, or other reasons, such as having a career and/or deemed educated leading to be judged or asked, "*How could you let it happen to you*?," "*Why did you stay?,"* or "*Why did you not walk away*?". Still many women do not speak out due to fear of further injury or harm to her, her children and/or her family. And there are still those women who blame themselves for the abuse and therefore continue to remain silent (Binder, 2014).

According to the data reported no employer, whether it is a business company, a corporation or even school system, is sheltered from domestic violence impacting their workplace. Domestic violence is a serious, recognizable, and preventable massive social problem. Similar to other workplace health and safety issues, domestic violence needs to be addressed by employers.

School leaders and school managers have an obligation to ensure effective "management of the organization, operation, and resources for a safe, efficient, and effective learning environment" according to the Interstate School Leaders Licensure Consortium, Standard #3 (CCSSO, 2008). Therefore, they should develop school violence prevention programs and incorporate intervention and response strategies to prevent and respond to intimate partner violence. Establishing a policy, enacting procedures, creating a network of resources and promoting a culture that is intolerant of domestic violence are not only sound business matters - they could save a life.

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Table 1: Percentage of Male and Female Public and Private School Teachers in U.S.A.

School Setting	Gender	1987-1988	1990-1991	1993-1994	1999-2000	2003-2004	2007-2008	2011-2012
Public	Male	29.5	28.1	27.1	25.1	25	24.1	23.7
Public	Female	70.5	71.9	72.9	74.9	75	75.9	76.3
Private	Male	21.8	22.9	24.6	23.9	23.6	26	25.2
Private	Female	78.2	77.1	75.4	76.1	76.4	74	74.8

Table 2: Percent of Male and Female Public and Private School Principals in U.S.A.

School Setting	Gender	1987-1988	1990-1991	1993-1994	1999-2000	2003-2004	2007-2008	2011-2012
Public	Male	75.4	70	65.4	56.3	50.1	49.7	48
Public	Female	24.6	30	34.5	43.7	49.9	50.3	52
Private	Male	47.8	48.7	46.4	45.4	49.8	46.7	45
Private	Female	52.2	51.3	53.6	54.6	50.2	53.5	55